**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** Day four and Five\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Flocabulary and grammar |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **I Can Statements:**  **I can compare and contrast the textual characteristics of the three Rosa Parks texts. (This is a three day lesson Plan)**  **Instructional Plan:**   1. PowerPoint about Rosa Parks (see Carla) 2. Finish activities from earlier in the week that did not get completed. 3. After students have read all three texts, they will examine and analyze the three different perspectives by the three different authors. Students will create a foldable (or complete a chart) that represents the information found in each text including the main ideas, details, similarities and differences. Following this analysis, the class will share any commonalities, differences or other features they might have observed. |
| **Closing/Summarizing Strategy** | 3-2-1 about Rosa Parks. |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| See extensions from day Two Task II. | Interventions will be decided when the needs can be assessed. | Continued work with essential vocabulary. |
| **Assessment(s)** | Graphic organizer | | |
| **Reflection** |  | | |